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Eifer, mit derselben Freudigkeit weiter unterrichten, bis Deutschland, das Mutterland der deutschen Schrift, vorangeht und dieselbe abschafft.

Wir wollen die im Grunde nebensächliche Frage nicht zu einer hochwichtigen machen, auch nicht dazu beitragen, dass unsere Sache zerstückelt und die Altschrift bevorzugt wird; nein, wir wollen so viel wie möglich versuchen, unsere deutsche Schrift zu behalten.

Fangen wir deutschen Lehrer an, an der Schrift zu zweifeln, dann arbeiten wir unseren hiesigen Feinden direkt in die Hand. Die Gefahr von aussen hat noch Zeit.

Der *Zeitgeist* ist:

Das „Alte“ scheint nicht mehr lebensfrisch,

Das „Neue“ noch nicht reif.

Aber die Gährung ist so kräftig, dass man auf eine baldige, gesunde Klärung hoffen darf.

The Prussian-American Exchange of Teachers.*

By Prof. James A. Campbell, A. M., University of Kansas.

With the help of the Carnegie Foundation for the Advancement of Teaching which acted in behalf of the American schools, the exchange of teachers with the Kingdom of Prussia began in 1908, and in the summer and fall of that year eight teachers from the United States and seven from Prussia crossed the ocean to spend a half year or a year in each other's countries. In 1909 six Prussian *Oberlehrer* came to America, and nine American teachers went to Prussia. **

Of the seventeen Americans who have served as exchange teachers, three held university positions in German, two college or university positions in science, one the chair of pedagogy in a State Normal School, four were science teachers in high schools or academies, three taught chiefly ancient languages in high schools or academies, and the remaining four were teachers of Modern Languages or combinations involving them. Geographically considered, these men represented seven eastern schools, eight middle western or western schools, and two southern schools. They were assigned to various *Gymnasien*, *Realgymnasien* and *Oberrealschulen*

* This paper was read at the fifteenth annual meeting of the Central Division of The Modern Language Association of America. Iowa City, Iowa, Dec. 28-30, 1909.

** The data given in this and the following paragraphs is taken from the third and the fourth annual reports of the President and the Treasurer of the Carnegie Foundation for the Advancement of Teaching. 1908 and 1909.

in the Kingdom of Prussia. It was the writer's good fortune to be sent to the *Sachsenhäuser Oberrealschule* of Frankfurt a/M.

Among the thirteen Prussian *Oberlehrer* who have come to us, one was a teacher of science, and the other twelve of Modern Languages or of combinations in which they predominate. The East called for eleven and the Middle West for two of these men. So far no school west of the Mississippi, nor in the South has availed itself of the opportunity to enliven its work in Modern Languages by employing an exchange teacher for a half year or longer. The eastern schools seem to be more alive and progressive in this respect.

According to the directions issued by the Prussian Ministry of Instruction * the men who go to Prussia as exchange teachers are not to give formal instruction or drill to the English classes, but to supplement the work done in the regular classes by meeting the advanced students in small groups of five to eight and talking to them informally about the country from which they have come. The German boys are to be given a chance to express themselves in the foreign tongue, but are not to be subjected to such rigorous criticism as to make them self-conscious and embarrassed in their attempts at using the language. The end to be gained is partly linguistic and partly cultural. The pupils have a chance to hear the foreign language spoken by a native, they become personally acquainted with him and learn from him about his country.

In the school to which the writer was assigned the plan just described was modified somewhat in practice. When work began in October for the winter half-year, the Director gave me a schedule of classes to visit in order that I might see how things were done and get acquainted with the teachers and the boys. This visiting lasted nearly two weeks, then the following scheme was tried tentatively, and as it worked well was adopted permanently. One recitation period a week of all the English classes except the first year class was given over to me to use as I saw fit. In the three upper classes *Oberprima*, *Unterprima* and *Obersecunda* which were in their sixth, fifth, and fourth years respectively of English study, I began at once to talk to the boys about American schools and school life. I would talk a few minutes and then ask questions to find out how well they had understood me; then some of the boys would narrate briefly in English what I had just given them.

In the average class about one-fourth to one-third showed a very lively interest in the work. About twice as many were interested, but slow to take any active part in the exercise, and the remainder were indifferent or only intermittently interested. After much careful observation I was con-

* *Anweisung für die Beschäftigung ausländischer Lehramtskandidaten an den preussischen höheren Schulen. Berlin den 27. März 1905.*

vinced that practically every boy understood nearly all of what was said. Of course I endeavored to choose topics of special interest so far as possible and to use a simple vocabulary. At each recitation we reviewed briefly what we had discussed the previous meeting, and altho the pupils had taken no notes they could recall the essential points correctly.

In the sections of *Untersecunda* and *Obertertia* where the pupils were in their third and second years of English, I began by reading aloud selections which they had already studied and then asked questions about them. From such exercises I passed on to talking about pictures, telling easy stories, and finally to talks about America. Let me say at this point that I found the Director and the *Oberlehrer* always ready with suggestions and willing to give helpful advice on any point concerning which I sought it. For the first time or two they went to the classes with me, and after that I went alone, excepting one class where the teacher took an unusual interest in the work I was doing and was always present. He used to review the work with his pupils and urge them to make special efforts to understand and speak English. Needless to say his section did better than the others.

I had the boys in all classes write out five or more questions on what they would like to know about America. The harvest of questions afforded an abundance of suitable topics and not a little amusement. I told them about the discovery and settlement of America, about Washington, the Fourth of July, Daniel Boone and the pioneers, the Indians, the Civil War, presidential election, Roosevelt, Taft, Bryan, and Debs. I described railroad trains, theaters, sky-scrapers, Niagara Falls, and spent not a little energy trying to convince them that there are some other cities over here besides New York. I explained about the American standing army of 60,000 or 70,000 men and said that it guarded a country so broad that a fast express train could barely cross from New York to San Francisco in five days. The smallness of the army was quite as incomprehensible as the immense size of the country.

In the *Oberrealschule* where Modern Languages hold the same relative position in the curriculum that the classics hold in the curriculum of the *Gymnasium*, the aim of instruction in English as defined by the Ministry of Education is to secure accuracy of pronunciation, practice in writing and speaking based on a thoro mastery of forms, the most essential grammatical rules and an extensive vocabulary; ability to read the language; and a knowledge of the most important works of literature since Shakespeare.* My position as an exchange teacher afforded an opportunity to see how these purposes are carried out.

* *Lehrpläne und Lehraufgaben für die höheren Schulen in Preussen von 1901. Fünfter Abdruck, Halle, 1907, p. 39.*

The first problem attacked whether the language be French or English is pronunciation. Considerable time is spent in special drill on sounds and words before anything else is attempted. The pupils are taught to pronounce by imitating the teacher, and they also learn to pronounce from phonetic transcriptions of the French or English words. And further they learn to use the phonetic system so that they are able to write out in it the pronunciation of foreign words. The discipline and training of the German pupils remove certain difficulties which confront the American teacher who is laboring with the matter of pronunciation. When a German pupil answers even a single question, he rises and speaks in voice loud enough to be heard thruout a room several times the size of an ordinary recitation room. Thus there is no doubt as to what he intends to say. When sounds and words have been mastered, fluency in reading aloud, proper sentence—stress and intonation are insisted on, and are regarded as a very essential part of language study.

On account of the prominence given to pronunciation it is natural to expect that the use of the spoken language by both pupil and teacher will play a large part in language study. This qualification must be added. While good pronunciation and fluency in reading are required of all, conversation beyond a certain rather formal minimum depends on the taste and the ability of the teacher. The amount of spoken foreign language used in the class-room varies then from a small amount up to almost 100 per cent.

Frankfurt a/M. is the German locus classicus for the so-called direct method, and the *Musterschule*, a *Reform-Realgymnasium*, with a pedagogical genius, Direktor Max Walter at its head, shows the method in full swing thruout the entire course. I visited the school, talked with the teachers of other schools about the work done there and heard from them the same criticisms of the method and its results that we hear in this country, the chief of which is that the pupil attains glibness at the expense of accuracy. One *Oberlehrer* who had studied the matter very thoroly and for a time used the direct method himself told me that its exponents are now paying much more attention to grammar than they did at first. His personal conclusion was that men of exceptional teaching power and special talents might do with the method all that is claimed for it. As nearly as I could get at it, the general situation is this: Those who revolted against applying to Modern Languages the grammatical and philological apparatus used in teaching Latin and Greek went to the extreme direct method and met with such success as to justify many of their claims. From this extreme movement has come a change in the spirit and partly in the form of modern language instruction all along the line. This change in spirit is well summed up in a sentence found among the comments of the Prussian Ministry of Education. * It reads: "*Das Ver-*

hältnis zwischen Wissen und Können muss bei einer lebenden Sprache ein anderes sein, als bei einer toten; vielseitiges lebendiges Können hat hier immer als natürliches Hauptziel zu gelten."

Selections of intrinsic literary value are read which deal with the culture history, and life of the people whose language is being studied. This principle applies also the simple easy reading of the first year. Grammatical and philological matters are subordinate to reading, but grammar is treated as the foundation on which rests accuracy in understanding, reading, speaking, or writing. A simple outline of forms and syntax is thoroly taught, and the more unusual and exceptional forms and constructions are discussed as they come up in the reading.

Written work or composition is not given oftener than once a week in the lower classes, and longer written exercises at intervals of two weeks or more in the higher classes. * These written lessons may be spelling lessons, dictation exercises, practice in changing the tense, person, and number of portions of the text which have been read, synopses of the text, translation of German into the foreign language. In the higher classes an easy story is read aloud, the pupils take a few notes and then at once write out the story in their own words. The highest form is free composition in which the pupils compose in the foreign tongue without particular reference to a model.

The text-book for beginners in English used in the school where I was stationed was "The English Student" by Dr. Emil Hausknecht, now of the University of Lausanne. It is a substantial book of 270 odd pages, not counting the vocabulary, which is bound separately. The contents comprise grammar reading and composition. The reading matter of the first part has to do with the studies, sports, games, daily life, pleasure trips etc. of a group of English schoolboys. The material is presented in two forms. First, a dialogue in which the boys converse with their master or with each other. Second, a narrative which covers usually more in detail the same ground as the dialogue. While working thru these dialogues, narratives and appended grammatical and composition exercises, the pupil learns a great many facts about English life, geography, and history, and his instructor is in many instances able to supplement the book out of his own experiences in England. There are fifteen of these dialogues and their corresponding narratives. The mastery of these together with the reading of three short prose selections makes up the first

* *Lehrpläne und Lehraufgaben für die höheren Schulen in Preussen von 1901. Fünfter Abdruck, Halle 1907. p. 44.*

* *Lehrpläne und Lehraufgaben für die höheren Schulen in Preussen von 1901. Halle, 1907. p. 44.*

year's work in English. Expressed in figures it amounts to less than 70 pages.

During the second year half the time is devoted to composition and grammar, and the other half, two hours a week, to reading. The syntax of the pronoun, adjective, adverb, and numeral are studied; and such selections as *Alladin, or The Wonderful Lamp*, *Ballantyne, The Coral Island* are read.* Short poems are committed to memory. The third year brings a grammar review and more grammar study. Much of the reading is of the same character as in the preceding year, and a beginning is made in historical prose such as Day's "*History of Sanford and Merton*" or Marryat's "*The Settlers in Canada*." In the fourth, fifth, and sixth years Scott, Macaulay, Freeman, and Dickens or other standard authors are read. Shakespear is read of course, sometimes as early as the fourth year and again not until the sixth. During the last year meter and versification are studied, and an outline of the history of English literature is taught.

It is hard to give any general rule or to draw any definite conclusions, because the course just outlined varies in different schools and in the same school from year to year. This much may be safely said that the German pupil in a four hour English course does not read so many pages a year as his American cousin in a four hour German course, nor does he study his language lesson so many hours at home. The average amount of time devoted to an English or French lesson at home is thirty minutes. I can say from personal observation that the German boy saves his time and his dictionary by having a quick accurate memory. His power, or at any rate his performance, in the matter of voluntary attention is far ahead of what our American pupils can show. The teacher's individuality counts for quite as much as it does here and determines to a large extent his method of presentation and the atmosphere of the class-room, and the results obtained. In general they do more teaching than we do and less hearing of recitations. By teaching I mean explanation, reviewing and general help. The class work moves with snap and vim. There is little time to stop and think. The fellow answers who can answer, and the subject matter is reviewed so often and explained so clearly that that pupil must really be very dull and slow who does not get a good grip on the subject.

* *Programm der Sachsenhäuser Oberrealschule in Frankfurt am Main, Ostern 1909.*